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ABSTRACT

The resource guide, developed by the ESL (English-as-a-Second-Language) Group of the Minnesota Literacy Training Network, contains useful classroom techniques and activities for teaching ESL. The ideas are both conventional and innovative, and support development of listening, speaking, reading, and writing skills. The first section lists activities found to be effective by ESL teachers. The second section contains ideas drawn from an ESL teacher education program. These two sections include ideas for: warm-up exercises; use of instructional technology; grammar elements (articles, prepositions, adverbs, verb tenses); craft activities; sentence reconstruction; vocabulary development exercises; personal stories; functional work English; echo reading; daily conversation; cloze exercises; telephone message comprehension; word games; realia use; student journals; video and other visual aids; cultural sharing; proverbs; biography poems; progressive story writing; group work; exercises using newspaper advertising; gardening; job interviews; making comparisons; and giving complements. The third section lists recommended ESL instructional materials, with titles, publishers, and general comments for each, and organized by skill level and skill. Dictionaries, instructor resources, and publishers' addresses are also included in this section. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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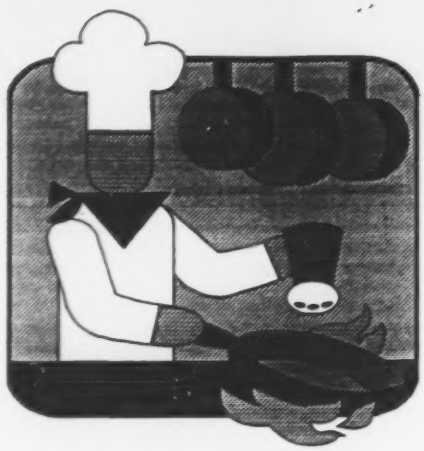

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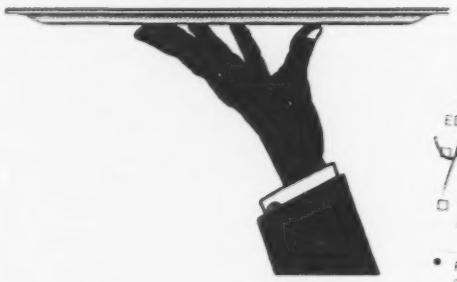

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A "Recipe Book" Compiled By the ESL Work Group of the Minnesota Literacy Training Network (LTN)
(651) 962-5440

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Background and Acknowledgments

In May, 1988, the ESL Working Group of the Literacy Training Network (LTN) decided to develop and distribute a book of effective practices and list of recommended ESL materials. Working group members mailed out forms soliciting input from teachers and tutors working in public and private ESL programs. Many dedicated colleagues took the time to write and send in their favorite teaching activities and text suggestions. Good fortune became even better when Betsy Parrish, director of the TEFL Program at Hamline University, agreed to collaborate on this project and contribute a set of ideas developed by students in one of her classes.

The result, is indeed, a "recipe book" of useful ideas for "jump-starting" a Monday morning class, quietly closing a Friday afternoon or filling those in-between moments when some learners arrive late. Suggestions for listening, speaking, reading and writing practice abound. Some ideas are straightforward; others are creative. In all cases, what matters is that teachers have found them effective in helping learners build communication skills.

The second part of the book, the list of recommended text materials, offers many titles. From basic picture stories to reviewing the nuances of stress and intonation patterns, this rather exhaustive list should prove to be a helpful resource when seeking guidance in the task of building a rich library with a limited budget.

Acknowledgement of all the contributors who so graciously offered to share their professional experience and expertise is in order. A special thanks is extended to Annette Hughley at the Minnesota Department of Children, Families and Learning (CFL) who patiently persevered to shape pages and pages of ideas into a finished product.

The ESL Working Group
Lyle Heikes
Darlene Hetland
Diane Pecoraro
Linda Willette
Laural Olson

Training Facilitators
Literacy Training Network 8/98

Part I

Ideas From ESL Teachers

1) We start our class daily with Daily Oral Language, The Five-Minute Work-Out. (Actually, we spend about 15 minutes on it, but no longer than that). This is the same "thing" I used when I taught Jr. High ESL. It's from McDougal, Kittell Co. It's grammar skills primarily, but we use it for fluency, meaning, reading practice, etc.

   My advanced students use (and like) Regents English Workbook Beginners and the advanced beginners like The Rosetta Stone.

   We use the local newspaper at least once a week and read and discuss as a class the local news, world inserts, want ads, Dear Abby, etc.

   Annie Johnson, Albert Lea Community Education ABE/ESL

2) One of the most effective and easily used tools is my overhead projector. As students enter the room, I show a transparency of hidden pictures, and the words for the pictures to be found are listed. There is always an opportunity for lots of vocabulary work here. Another effective picture is the Look Again pictures from the "Look Again" book where students find eight differences between the two pictures.

   During various seasons I have taped songs and typed the exact words for a transparency and handouts. Students use a pointer stick to lead the class in singing by pointing to the words. These are non-threatening activities for the beginners as they are not required to speak, but can gain some confidence while working with the written language. We always "give ourselves a hand" after an accomplishment.

   Elaine Johnson, Pelican Rapids High School

3) 1) Lesson on Articles – explanation of a, an, the, and how to also use articles for quantity. Give sentences with blanks to fill in for the answer. Students love this lesson. They need to know why, for example, they can say "the United States" but they can't say "the Canada" or "the Mexico".

2) Lesson on Prepositions: These small words are confusing to ESL students. They also are confused about prepositions of place and proper nouns. A good exercise is to take a newspaper article and remove all the prepositions and have the students fill in the blank with the correct preposition.

3) An excellent lesson for pronunciation is the use of minimal pairs, phrases, and sentences. This lesson can be done by listening and responding orally as well by listening and writing the sounds heard. Rapid fire oral drill is quite effective.

Wendy Salita, Jewish Community Center – St. Paul, MN

4) Write 4-5 sentences stating basic facts from a lesson on sentence strips. Cut sentences into individual words. Shuffle and use as vocabulary flash cards for group. Shuffle again and pass out evenly to group. Have each student quickly say his/her cards. Teacher reads original sentence #1. If they have a word card that is on that sentence, they stand in front of class – in correct order. Read sentence again. Class reads sentence that some students have built. Ask if sentences sound the same. Class makes corrections if necessary. (No teacher help!) If they match, collect cards and repeat with sentence #2.

This is a great exercise for reviewing vocabulary, facts and sentence construction and team building skills. It also helps "boring" times by moving learners around and having them working together! Sentences can be used again and again for review.

Jane Biesanz, Winona Adult Literacy Program ESL

5) 1. Hands-On: A Crafts: Macaroni bow angels. Vocabulary includes head, hair, wings, string, glue, hot, put, stick, paint, bow, macaroni, pin, knife, scissors, white, gold, brown, black. Label items. Have printed directions with diagrams for doing the craft. Learners visit with and help each other as they create the angels, and they have something to take home.
2. Cooking and baking: Make pancakes from a mix. This gives practice reading directions and using U.S. measures. Plus, we eat and socialize. Recipe sharing among learners, tutors and teachers is an enjoyable way to learn language and different cooking practices, plus sharing our cultures.
3. Sewing and Needlework: Learner and tutor go fabric shopping and make clothing for mother and daughters. The mother learns how to read American patterns, measurements, and increases her vocabulary, plus she could be creative again.
4. Use small dolls or stuffed animals to demonstrate prepositions.
5. Walk around the neighborhood and share where the library, clinics, second-hand clothing store, food co-op etc. are located.
6. Shop for groceries, hardware, clothing. You don't have to buy – just look and talk. (We have a small ESL population, so getting out of the classroom is pretty easy.)

Dorothy Miller, Cambridge Community Education/ABE

6) I've had the best success with the "Interview" paper. On a sheet of paper are questions that can be answered with a "yes" or "no". Students ask each person a different question. If the answer is "yes", they write their name after the question. If the answer is "no", they don't write the name, but look for someone else who will answer "yes".

The questions can be adapted to the past, present, or future tense. I've also used it for topics such as: parents (Father's Day and Mother's Day) native country, food location, housing, etc. Recently, I used it for the Functional Work ESL Class for the type of jobs they'd like to have. I've also used it when I had learners interview employed people about their jobs.

Sister Rosemary Schuneman, ABE-Hubbs Center for Lifelong Learning, St. Paul, MN

7) 1) To promote editing practice: (Intermediate ESL). Take representative samples of learners' written responses in grammar or vocabulary development lessons – and type them up (with the errors) onto a worksheet. Distribute the worksheets and have partners edit papers for errors. DO NOT include spelling errors – I make it a sentence structure/usage exercise. I often let learners know exactly how many errors are in each sentence. (It's usually limited to 2-3 per sentence) This practice works well because it gets learners started with the important skills of editing. Also, I wait a week or so after the sentences were originally written so that the memory of having made the particular errors won't be so readily recognizable to the individual who wrote the sentence with errors.

2) Using outlines to promote organization of a longer written composition. (Intermediate ESL). As the end of an instructional period approaches, I have learners write their personal stories. While this may seem to be an overwhelming task for some "reluctant" writers, the use of an outline of the "life stages" of the personal story has worked well to break this long writing task into more manageable chunks. The use of a more detailed outline also facilitated the inclusion of details of the personal stories which may otherwise be left out in the pursuit of reaching the "end" of the story as quickly as possible.

Example: General Outline for Your Personal Story

I. Your Early Years
   a. Your brithplace
   b. Family information
   c. Childhood experiences
II. Your Native Country
   a. Information about the country and the people
   b. Situation which caused you to leave your country
   c. Events and feelings which came right before your move to the U.S.
III. Your life in the United States
   a. Your arrival and the first weeks/months in the U.S. - feelings and experiences
   b. Other experiences you have had and places you have lived in the U.S.- up to the present time
IV. The Present
   a. What your life is like now (positive and negative)
   b. How you have changed as a person
V. The Future
   a. Your hopes and dreams for the future

3) Making new vocabulary relevant in a communicative exercise: To facilitate the assimilation of new vocabulary words, I take a list of about 8-10 words and have study partners fit the vocabulary word into provided questions which relate to the learners' experiences and prior knowledge.

After the words are placed in the appropriate questions, the partners ask each other the newly completed questions. Each partner must then record the other's response to the question. This exercise gives learners an opportunity to use the vocabulary in language relevant to their own experience and to communicate with others in order to gain new knowledge about someone else. The exercise allows learners to use the new vocabulary in reading, writing, listening and speaking experiences.

A variation, to avoid "overlap" of answers to the questions and promote listening skills: Each partner in the exercise could be given a different set of provided questions into which the same set of 8-10 vocabulary words would be used.

Lyle Heikes, Hubbs Center for Lifelong Learning, St. Paul, MN

8) Listening and Speaking Activity – Monday Morning Warm-up

Students get together in pairs, introduce themselves if necessary, and take turns talking about what they did over the weekend. They are also encouraged to get to know each other on a personal level. Before they begin, students are told that they need to listen carefully (note taking is permissible), because they will have to summarize what they learned from their classmate.

Once they get started, many of the learners have some very interesting conversations. The teacher facilitates by spending a few minutes with each pair and assists by prompting questions or expanding on the conversation.

After about 10-15 minutes of conversation, each student is asked to tell the rest of the class whom they spoke with and what they learned about their partner. Each week the student pairings change to allow for maximum practice in communicating with a variety of other persons.

Follow-up activity: Discussion of pronouns and verb tenses.

Gloria Teibel, Hubbs Center for Lifelong Learning

9) I use a class newsletter format to organize and communicate ideas about the class with learners. Important information, announcements, highlights of discussions, summaries of decisions and activities, vocabulary words and concepts, pronunciation overviews and activities, journal excerpts and space for notes are some examples of the many ways in which a class newsletter may be utilized.

Paul Enestvedt, Hubbs Center for Lifelong Learning

10) 1) Tack a large colored picture on the board. Use it as a means to stimulate speaking in complete sentences. Later, use the picture to write sentences.
2) Tack a "clothes line" across the front of the room. In random order, put words on the line (words are written on a folded paper). Have the students re-arrange the words to make a complete sentence.
3) Use To Open Your Mind as a reading lesson. We also use it to study sentence structure and to encourage self-expression through writing. It is a great self-esteem booster to find your article in the publication.

Sister Anna Louise, McDonough Organization (MORE), St. Paul, MN

11) Activity: Going Shopping Level: ESL beginning, low intermediate
Preparation: Where, What, how questions. Grocery store and food vocabulary lesson.

1) Introduce, question words and use in learner-centered activities.
2) Introduce how the words are used in a grocery store.
3) Introduce grocery and food vocabulary
4) Create a shopping list (group or individual)
5) Pair learners or form small groups of two or three learners who will work together to buy groceries.
6) Assign a volunteer or teacher to each group to record questions asked and language used while doing assignment.
7) Send the pairs or team shopping for no more than six items and instruct them to ask where, what, and how questions.
8) Return to class and "debrief".
Debrief: As a follow-up assignment prepare a food making sure that learners participate by cooking or questioning using the language skills from the previous lesson.

Sorah Blumenfeld, Adult Options in Education, Hopkins, MN

12) 1) "Repetition" is my best practice. Teach the same material, but use a different approach.

2) Always "build" on knowledge the student has been taught. Use colors and numbers when teaching fruits, for example. Use colors, numbers and fruits when teaching about the kitchen and its equipment.

3) Students make picture dictionaries with animals, body parts, colors, fruits, vegtables and furniture. (I usually draw the pictures).

Shirley Tweten, Moorhead Adult Education

13) Teach functional work English. In the class we focus on job skills as well as spoken and written English. In order to teach problem solving and how to communicate with co-workers and customers, I rely on role-play, such as mock interviews and job-related situations. I also use cooperative learning activities quite often. One example of this is having the students do writing assignments as a team or pair.

One of the best teaching tools that I've found is the computer. I have the students work on grammar assignments and writing assignments on the computer every week. I've noticed that as the students have become more comfortable working with computers, their levels of confidence in themselves have also increased.

Sara Shannon, Hubbs Center for Lifelong Learning, St. Paul, MN

14) Echo Reading: Teacher reads first. Material can be read in phrases or sentences.

- Unison reading
- Sentence dictation: instructor dictates and student writes.
- Survey QR – survey, read, recite, record and review
- Spelling tests – homework
- Teaching core vocabulary for survival skills i.e., name, address, phone, use of phone book, EXIT, bathrooms.
- Teaching about holidays – heroes, current events, use books and newspapers (Steck - Vaughn has several).
- Teaching sound symbol relationships – phonics, isolated nouns, consonants, vowels, blend sounds.
- Teaching basic sight vocabulary (memory) e.g., Dolch 220
- Use cloze exercises, context clues, word attack.

Dorothy McCormack, Osseo Independent District #279, Community Education

15) One-on-one tutoring is great for keeping ESL students on task and meeting needs as they arise.

A cloze writing first placed on the blackboard is a good group and individual activity. Copying and transcription is good too.

Group conversation activity is especially helpful when several languages are present and English becomes the common ground for reaching understanding.

Be aware that translation is very tiring and requires some time and patience.

Marilyn Erickson, Windom Public Schools, Community Education Dept.

16) In an effort to improve student listening skills, to keep up on daily news, and to learn to spell days, months, etc., I compose and read a daily dictation for each group, appropriate to each level. We begin each day with the cloze exercises and include weather and top news stories as well as class news. The students then read the sentences aloud, one by one, and eagerly volunteer to write them on the board. This entire exercise takes about 15 minutes. It's increased their listening skills by leaps and bounds, but I'm still surprised with what they think they've heard!

Carol Lyle, Adult Learning Center, Duluth, MN

17) Most students are verbally level 3, 4 and 5. Many have low reading skills, so we use many remedial reading techniques. For those reading at 4th grade level and above I assign a tutor for oral reading practice. They use Fearon Easy Books and enjoy receiving a certificate for each book finished. I also use Laubach's Easy Readers in the same way. Not very original – but it works and get students out of workbooks.

Terri Garcia, Correctional Facility, Lino Lakes

18) Conversation activities have been an important part of our classes this year. The following has been used many times with different topics with writing and computer work extensions.

A. With the class, brainstorm questions to ask about a conversational topic: e.g., a vacation. Write questions on the board.
Where did you go? Who went with you? How did you get there? How long were you there? What did you do there? Where did you stay? Did you meet interesting people?
B. Have students sit in pairs in lines of chairs (across table if possible (so that students 1-6 are seated across from student 7-12. Student 1 partners with student 7, etc. If possible, put all same language students on same side of table.
C. Using the questions as guidelines, students 1-6 talk about the topic for three minutes, a timer works well here. Students 7-10 ask questions, ask for clarification, etc. At the end of three minutes, the students switch roles, with students 7-12 talking and students 1-6 asking the questions. At the end of the three minutes, conversation stops.
D. Students 1-6 move down the row one seat, so now student 1 partners with student 8, student 2 with 9, etc.
E. Repeat C, so each pair of students talks on the same topic but with a new partner. This is done as many times as time permits, or so each student talks about the topic 6 times (or half the number of students).

This is a very popular activity with students who need/want conversational practice. If there is an odd number of students, a volunteer tutor or the classroom teacher fills out the pairs.

Extension activities: Students write about the topic. Students go over a partner's writing, suggesting corrections. Teacher goes over writing, suggesting corrections. Teacher makes individual spelling list for misspelled words. Once a week, or once every other week, tutor or teacher gives individual "spelling quiz". Student uses corrected writing for a computer word processing exercise. Students read writing aloud to teacher or tutor, working on pronunciation.

Connie Hartshorn (with Mayo Hart & Carrie Tietz) Deephaven Education Center, Deephaven, MN

19) Use the classroom setting as a learning laboratory. Sign in/out, who was absent, why, following directions.

Use LEA stories, dealing with difficult situations/people. Analyze: what did she do/say? Respond to what they tell you.

Teach how to see instances of cultural difference, discrimination, low wages, poor upkeep of rental units and what to do about it.

Demonstrate responding when you don't understand: "Can you repeat," "You did what?"

Sometimes challenge: "give the green marker to Anna" without pointing or gesturing.

Use grammar for homework: it follows a pattern and requires practice to learn.

Nancy Eder, District 742 ABE, St. Cloud, MN

20) 1) CLOZE practice related to a text used in class. (Dictation from the book – multi- level).
2) Vocabulary practice by topic and alphabet (e.g. generate a list of verbs related to work for each letter of the alphabet…add, bake, clean…)
3) Computer practice: Type material related to lesson of the day into computer but do not space between words. (E.g. it is good to know about first-aid). This can be varied to level. Students identify words and separate.
4) Grammar Practice: Cards with verbs in various forms (future, past, whatever). Have students match and put in correct categories.
5) Grab bag: Paper bag of items related to topic of the lesson. Students reach in, not looking, and either identify or describe what they are touching.
6) Family Discussion using as many verb tenses as have been reviewed. (E.g. "I have two sons." "My mother had been working for two years when she hurt her back").
7) Map exercise: Students write directions to their homes. Another student uses these directions to draw the route on the map. Check for accuracy. Can be used for simple sketches also.
8) Comparisons: Photo pairs with obvious differences. The car is smaller than the van. My new car is more reliable than my old car. Students describe the photos.
9) Temperature Review: Photos of various weather scenes. Students guess what the temperature is. Compare and discuss.

Jane O'Brien, Family Connections, South St. Paul, MN

21) I start each class period with a ten question "listening exercise". It is a series of questions geared to reinforce life skills. Questions include: today's date, the time in some form, numbers, letter dictation, shapes, conversation (ask the person on your right what time they got up today), days and months, etc. After the questions, we do sentence dictation. I give each student a red pen. First they write the sentence in pencil, then we write it together on the board and they make the corrections in red. I often give a "treat" to a student who gets the sentence dictation correct – maybe a new pen or pencil or eraser.

Because we are in two buildings, our students in various levels don't get the chance to interact. Now once a month we celebrate all birthdays in that month together and we do an activity or have a speaker. We have done things like person-to-person interviews, had a guest speaker from the fire department, show a video, given free smoke detectors, had pumpkin pie at Thanksgiving, made Valentines, decorated cookies, visited a museum, seen a Chinese dance program. It has bolstered new friendships and has been educational.

Judy Mathison, Moorhead ABE, Moorhead, MN

22) I'm not teaching now, but I'll share a favorite "homework assignment" for adults. I developed and kept a list of telephone taped messages. Assignment – call (bank #) and find the prime interest rate. Call (time), record the time and listen to find out who pays for that service, etc. Have students report back to class on their calls.

Brenda Otterson, St. Paul Rehabilitation Center, W. St. Paul, MN

23) Students work cooperatively on exercises in books, handouts, and worksheets.

1) Using a book or handout, two students read the material and answer questions orally. If they don't agree on the answer they should try to say why they think their answer is correct.
2) When they have finished working together orally, they write their answers individually on separate papers.
3) As students finish, they pair up (with someone different from the 1st pair) and compare answers, again trying to explain if they don't agree.
4) Check students' work individually as pairs finish or (quickly) go over it as a class if everyone is finishing at the same time.

I've used this technique with level one and higher.

Janet Dixon, Metro North ABE, Blaine, MN

24) In our program in Moorhead we have students entering and leaving our program all year long. Students are not required to wait for the beginning of a new session to begin classes. Because of this situation, it is very challenging to place students in a situation that will be appropriate.

In my classroom, (intermediate and advanced) we have very diverse backgrounds and needs. Our goal is to gear the teaching to meet individual needs. We have students with college degrees who have studied English in their countries with high academic English in reading and writing, but with very poor listening and speaking skills. On the other extreme, we have students who are strong in listening comprehension but never learned to read and write in their own languages. To try to accommodate these varying needs, we utilize the use of volunteers and computers. An example would be our vocabulary class. At the present time we have three small groups with a teacher, a paraprofessional and a volunteer each teaching from a different text volume of our vocabulary series (Books 2, 4 & 5). In addition, we have a student with low reading skills that is working on the computer on intensive phonics at this hour.

This method (though challenging to the teacher) has proven to by very effective in meeting students' needs. It gives them the opportunity to work with students more at their own level and to advance at a more individual rate.

Marian Dew, Adult Basic Education, Moorhead, MN

25) One ESL practice which I find effective: For conversation with level one, two, or three learners, I like to talk with them about things they've done, places they've gone or any ordinary activity. After they've each shared an experience, they write a sentence or two about it. They are always pleased to have written their own few sentences or stories. This gives them a chance to read, share with others, and sometimes type on the computer.

Example: "Yesterday, I went to St. Paul. I went to a junkyard and got two mirrors for my car. I got a plastic water bottle for the car, too. I paid $80.25."

Mary Clare Korb, Learning In Style, Minneapolis , MN

26) As a Friday afternoon filler, I sometimes play Scrabble with my students. With less advanced students, I put the tiles face up and let them choose the letters. It gives them practice using vocabulary, and I can use it to teach vocabulary.

Randa Holewa, Runestone Area Education District, Alexandria, MN

27) I like to do any kind of information gap activity, especially those that include realia like classified ads. Stimulate telephone conversations by having students turn back to back instead of face to face and then ask for information about the job advertised in the paper. I also like to turn every activity into a pair work session that requires the use of the language/vocabulary that was taught. It is especially effective to pair different language learners; their only alternative is to speak English!

Beginners: Every day I write the date on the board which we practice saying. Also, I write the names on the board several times, especially when a new student begins. I model using one another's names when they ask questions; that creates a warm and safe environment. I also write the review topic from the day before and the new topic and objective (very brief). At the end of class I ask each to tell me one thing they learned that day.

Rosemary Sharkey, Carver Scott Educational Cooperative, Chaska, MN

28) With beginners we begin and end each day's lesson in the same way. We Open our journal with today's date, weather and what we will do today. We end with, "What did we talk about today?" They like the assurance of understanding our agenda.

Create English exercises from the week's vocabulary. Example from medical unit: bend your arm, straighten your arm, raise your arm, and lower your arm. Students do the leading.

Listen to conversation. Listen and repeat. Practice with partners. Write and read the conversation. Then do role-play with props for conversation. This procedure has brought about good progress in fluency.

Cathy Whiteman and Barb Krabmiller,St. John's ABE, Rosemount, MN

29) Some of our adult students arrive late for class because of work schedules or other responsibilities. Warm-up exercises help to occupy the rest of the students during those first minutes and also ease learners into a studying mood. The following are effective warm-up activities:

1) Twenty questions. Conceal a common object such as a pencil, candy bar, or comb in a large coffee can with plastic lid. Learners ask questions until they identify the object. This activity stimulates conversation among class members. We often choose an object that relates to vocabulary or grammar that students are learning.
2) Phrase of the day. On the board, write slang that learners might encounter in daily conversations: He's pulling my leg, you've got to be kidding, she really gets my goat, etc. Learners discuss and try to guess the meaning. This activity stimulates conversation, cultural exchange and laughter.
3) Flash card review. Have flash cards on tables when students arrive so they can drill each other on recently presented vocabulary.
4) Concentration. Learners play Concentration to drill and review newly learned vocabulary, such as clothing, food, body parts, numbers, alphabet and time. Make concentration cards by gluing photos or drawing figures on index cards.

Kay Yanisch and Trudy Broshears, Neighborhood House, St. Paul, MN

30) Repetition is a necessity in the beginning ESL class. Progress from vocabulary; use in sentences; practice as a class; practice in pairs. Finally, the student is given a situation and is evaluated on whether he uses the new vocabulary.

Carol Coriolan, Worthington Community Education, Worthington, MN

31) I have used video with intermediate and advanced ESL students (combined class). I record short news stories, as well as short clips from such shows as Real TV and World's Funniest Home Videos. I prepare questions (with any new vocabulary) beforehand, and as a class, we go over the five questions/vocabulary and have a short discussion about the topic. We view the video twice. Then individually, they see how many questions they can answer. Next, in pairs, they check their answers and fill in any questions they missed. We view it again and go over it together as a class. Shows like Real TV and Home Videos provide good lessons for idioms.

Jo Sanders and Ronnie Merrill, Mounds View ABE, New Brighton, MN

32) 1) Real Experiences in the community – community resource speakers – (hands on) (props).
2) Language Experience Stories
3) Silent response command cards (sit down, stand on your right foot, etc.)
4) Chalkboard Drawings for holiday vocabulary
5) Sharing cultural artwork, foods, craftwork, celebrations, etc.
6) Potlucks
7) Family activities – group plans activities to do with the Children, Families &
8) Learning.
9) Tutors for socialization English.
10) Working with employers to help overcome communication difficulties.
11) Helping adults present in their children's school.

Candace Burke, Bemidji Adult Education, Bemidji, MN

33) By far the most popular teaching tool I've used is homemade flashcards and my "phonics book."

The flashcards are pictures cut out from magazines or old ESL Books. I've grouped them into the following categories: 1) numbers, 2) colors, 3) classroom items, 4) relative positions, 5) common items, and 6) nouns with a picture of an object on one card and corresponding verb on another – Example: "drive" will be the verb and will be the picture.

The phonics tool I use is homemade from three rows of 3" X 5" index cards bound vertically to one another. The first row has all the letters you'd find at the beginning of an English word. The second row has all the vowels, dipthongs, etc., and the last row has nearly all the possible endings of an English word. It's great for pronunciation because if someone needs work on a particular sound, you can keep that sound displayed as long as you wish while rotating the other rows. Students really enjoy it.

Jim Van Amber, Mankato Area Life Lines, Mankato, MN

34) Beginning ESL Matching Game

1) Using "Basic Vocabulary Builder" and "Practical Vocabulary Builder" blackline masters, enlarge pictures (example: clothing). Cut out pictures, glue onto 3 X 5 index cards. Make two copies of each picture. Laminate if possible. Put cards in envelope and label. Use flashcards to play matching games, similar to "concentration". Put all cards face down on table. Students turn over one card and the another. If they match, they keep cards and take another turn. If cards don't match, they put them face down again. When students turn a card over, they must name the picture. I have sets of these cards on many topics. They are very helpful in learning life skills and also great when you have 10-15 minutes left in class and don't want to start something new. You can also make word cards to match the picture cards and play the same game. Students really enjoy the game!

Beginning ESL Wordfinds

2) For this level, you need to find books with simple vocabulary. The ones I have found most useful are usually in children's books and magazines located in discount stores, bookstores and drugstores. Each wordfind has a theme. We talk about the meaning of the words and the spelling. Students enjoy working on them. They are great to use as a "filler" at the beginning or end of class.

Sharon Heikkila, School For Adults, Burnsville, MN

35) 1. Greetings between people are important! Model and practice a <u>firm</u> handshake, comparing a "wet noodle" one, and stress eye contact and a friendly smile at the same time. Typical words might be:
A."Hello, Maria" or "Good morning Maria" (afternoon, evening)
B."Hello, Mr. Green" or "Good morning Mrs. Green, How are you today?"
A."I'm fine, thank you. How are you?" (Not expecting a medical report!)
B."I'm fine" (or happy, sad, tired, busy, hot, cold, etc., if appropriate).

Also, teach a friendly closing/leave-taking example.
A. "Good-bye, Maria. I'll see you on Monday".
B. "Good-bye, Mrs. Green. Have a nice weekend!"
A formal leave-taking might include handshaking. An informal one might be a wave and words such as
A. "Bye, Maria. See you!"
B. "Bye, Mrs. Hill. Have fun!"

Following those, teach an appropriate introduction of one's self to a neighbor, teacher, doctor, and storekeeper, etc. Eventually, teach the way to introduce two unacquainted people to each other.

2. Because I've noticed that many ESL students have studied their native language in a structured form, I like to have classroom charts and individual papers that clearly name present and or past tense, first, second and third person, and singular-plural number in the same order. The pronouns are included. Most troublesome is the verb to be. For example:

BEST COPY AVAILABLE

Present tense, to be		Past tense, to be	
Singular	Plural	Singular	Plural
I am	We are	I was	We were
You are	You (all) are	You were	You all were
He is She is It is	They are	He was She was It was	They were

The present tense of <u>to do</u>, <u>to go</u>, <u>to have</u> can cause spelling problems, too, but not problems in the past tense. That 3rd person singular is the problem! After learning the verb forms, students can usually understand the insertion of "not" to create a negative statement and can adapt to the contractions, both positive and negative. Example: "I'm happy." "He's not happy" or "He isn't happy". "She doesn't like it".

Note: contractions are so hard to pronounce that students shouldn't have to face them right away! Most books introduce them too soon!

3. Irregular verb forms are difficult but are usually grouped by spelling patterns in the Big GED books in the Writing Skills section. I like to copy; for example P. 92 in the big Steck-Vaughn GED book, C. 1997, and give it to the ESL students.
4. Some sound-alike numbers can be tricky like 13 and 30, 15 and 50, 18 and 80. I stress emphasizing the final "N" in the teen numbers, and pronounce the "ty" more as "dy" in thirty, fifty, eighty, etc. I use a large number chart 1-100.
5. In learning weekday and month names, challenge students: Which one comes before this one? After this one? "Tomorrow, yesterday" vocabulary words.

Peggy Germain, Blue Earth Area Schools, Community Education Department, Blue Earth, MN

36) It is variety and a feeling of belonging and acceptance that seems to help students learn best.

In my classroom we have small round tables, which are wonderful for promoting group work and conversation. As often as possible, the students (learners) work together to complete puzzles, worksheets, textbook problems, classroom assignments, discussions, dialogues, etc. I encourage them to work together on almost anything. This arrangement has effectively brought these learners together not only as classmates, but also as friends. They have their favorite table and spot to sit, and amazingly, up to 6-8 students will crowd around one small table and leave another table completely empty. Others prefer tables of 2-4 students, and that is fine as well. I will ask them to move occasionally when I want a specific size discussion group.

In addition, when teaching a certain grammar point, life skill, or reading comprehension skill, etc. I try to reinforce it in many ways using a variety of techniques to maintain interest and reach all learners. I use the overhead projector, blackboard, cloze worksheets, crossword puzzles, games, dialogue, role-play, discussion, etc. I think these techniques are probably used by most teachers, but they work. I love my job, and my students seem to be happy with our class and with what they are learning.

Jackie Thill, Mankato Area life Lines, Mankato, MN

37) This is an idea I came up with for the beginning of class when students are still arriving. I'll call it Really?? In this versatile activity students make statements one by one, and after each statement another student says, "Really??" and then asks a follow-up questions. The teacher determines the scope of the initial statements by either giving a subject area to talk about (example: tell one thing you have to do this weekend) or cueing with a particular work. I'll use the latter as an example in practicing irregular past tense forms.

Cue: take

S-1: I took a bath last night.

S-2: Really? Possibilities: Did you stay in the tub a long time?
What time did you take your bath?
Do you like baths better than showers?

This activity brings a lot of smiles and gets everyone thinking since sometimes the students will need to help the "Really??" person think of a question.

Recapitulation idea: As students give their initial sentences, the teacher writes down just enough to jog the class's memory later (example: Hoa—bath). When finished doing Really??, point to each name and let the class fill in the information (Hoa took a bath last night). Lately, I have begun to include a dictation exercise as part of almost every class period. Dictation exercises are short (5-10 minutes), can be used in conjunction with just about any lesson emphasis, and give students important feedback on their own comprehension. Students tell me that they like them and find them valuable.

Typically, I create five or six sentences, incorporating vocabulary we have been using in the lesson. Sometimes, I use sentences directly from text material. In any case, I try to include a variety of vocabulary. I may also work in contractions, homonyms, or use questions. Sentences are short in length so that students are able to hold them in their minds while writing. The procedure is important. Do not read the sentence word for word while students copy it down. You will read the sentence twice, and only twice. (Students protest at first but soon adjust). The first time speak rather slowly and deliberately, all the while preserving the natural intonation. Give students time to write. (During this time I write the sentence myself on an overhead transparency). Say the sentence once again, this time at a natural pace, so students can check their work.

When finished, switch on the overhead and reveal the correct sentences one at a time while students check their work. If students have individual folders it's nice to have a "dictation page" where they can see their work and, hopefully, their improvement at a glance.

Linda Gianoulis, West ABE Community Education Services, Wayzata, MN

38) Name of activity: Proverbs
Designed for: ABE, ESL, GED, Administration
Subject Matter: Cultural similarities, proverbs
Materials Needed: List of English proverbs, proverbs slips cut in two
Time needed for activity: 40-60 minutes
Works best with what size group or skill level: intermediate level, and above

Description of activity:

Pass out slips of proverbs
Students find missing half through questioning, matching, trial and error, intuition.
Pairs discuss proverb, meaning.
Is there a similar proverb in their native language?
When would you use such a proverb? What is the lesson?

Insights/comments:

Learners practice asking and answering questions, interacting with each other.
Exercise can easily be repeated
Humor
Interesting cultural information shared; possible common ground found.

Examples:
Variety is the spice of life
Children should be seen and not heard
A fool and his money are soon parted
Every cloud has a silver lining
The grass is always greener on the other side of the fence
No news is good news
When the cat's away, the mice will play
Many hands make light work
Birds of a feather flock together
Beauty is skin deep

Carlye Peterson, Adult Options in Education, Hopkins, MN

39) Name of activity: Writing the Biography Poem
Designed for: ABE, ESL GED, Administration
Subject Matter: Language Arts, Poetry, Biography, Introduction
Materials Needed: Transparency or Copy of Bio Poem, (See Below) Pens, and Paper
Time needed for activity: 30 to 45 minutes
Works best with what size group or skill level: Intermediate ESL, ABE or GED

Description of the Activity:

1) Briefly discuss poetry. Elicit learners' perceptions, pro and con.
2) Read at least two examples of biography poems (One is provided. I would suggest writing one about yourself to share).
3) Discussion: What did they hear? About poetry? About Maria and you?
4) Display Maria poem on overhead and discuss structure and define adjectives.
5) LEARNERS write a biography poem about their small group or entire class depending on size of group.
   WRITE own biography poem with help from instructor if necessary.
   SHARE (Voluntary)

Insights/comments: Good substitutes for conventional icebreaker activities. I like learners to orally present themselves or partner first. This poem can be composed individually as an introduction or as a group as introduction or closing activity. Can use as introduction to poetry as personal expression and to dispel/writing anxiety as the formula assures success. Instructor may need to discuss adjectives.

BIOGRAPHY POEM

LINE 1 First Name
2 Four adjectives describing yourself in a positive way
3 Mother (father, son, daughter) of _____
4 Lover of (list three items)
5 Who feels (list three things)
6 Who fears (list three things)
7 Who would like to _____
8 Last name

Maria
Friendly, honest, kind, cheerful
Mother of four kids
Lover of dance, plants, and children
Who feels every day we learn
Something new
Who fears speaking English, drugs
And tests
Who would like to see Puerto Vallarta
Hawaii and Puerto Rico
Hernandez

40) Name of activity: Personal Dictionary
Designed for: ABE, ESL, GED, Administration
Subject Matter: Vocabulary, Grammar
Materials Needed: Steno Pad, Swiftabs
Time needed for activity: 20 minutes, first time, 10-15 minutes each day or week.
Works best with what size group or skill level: All, especially beginning ESL

Description of the Activity: Set up dictionary with tabs labeled: grammar, verbs, nouns, people/jobs, opposites, weather/time (or whatever) with a specific number of pages for each category. Leave the first 2-4 pages blank for personal information (i.e. name, address, birthdate, age, height, weight, etc.) As a new grammar rule or vocabulary is learned, add this to the dictionary. Everything should be right at their fingertips rather than paging through a whole notebook to find a particular lesson.

Insights/comments: Be sure this pad is not used haphazardly for taking notes in class, etc. Plan some lessons using the information in the dictionary to get students used to referring to it.

Marsha Chall, Adult Options in Education, Hopkins, MN

41) Name of activity: Present Tense "S"
Designed for: ABE, ESL, GED
Subject Matter: Simple present – he, she, it adds "s"
Materials Needed: Large Wooden or plastic "S"
Time needed for activity: Whenever needed
Works best with what size group or skill level: All
Description of the Activity: After learning simple present, all the students, "know" that you need "s" after third person singular, but in practice they often forget. Correcting them gets old. I hide the "s" behind my back when doing an exercise that most likely will produce this error, and when it occurs, I simply hold up the "S" and wiggle it. The classes think its funny and, I think, remember to use it better in the future.

42) Name of activity: Progressive story writing
Designed for: ABE, Advanced ESL, GED
Subject Matter: Parts of a story
Materials Needed: Paper and pen or pencil
Time needed for activity: 20-40 minutes
Works best with what size group or skill level: Group size of 10 or more skill level reading/writing at 8-12th grade level.

Description of Activity: A team of three or four people will write a quick story. Each person will do one element and then pass the paper to the next team member. The first element includes a setting, sights, sounds, feelings, smells. Take 5-10 minutes. The next person does the second element, a main character – quick description 5-10 minutes. In the third element the writer creates a problem or conflict. The fourth element resolves or begins to resolve the conflict. Take time for sharing the group stories.

43) Name of activity: Hanging out the Wash
Designed for: ABE, ESL, GED, Administration
Subject Matter: Names of clothing, colors and patterns
Materials Needed: Piece of string, clips, cut out pictures of clothing.
Time needed for activity: ½ hour
Works best with what size group or skill level: Level 0-1 ESL

Description of Activity: This amusing activity serves as a review of colors, patterns and articles of clothing. For several days before, we talk about what clothing people are wearing, and learn additional clothing from the picture dictionary. As the culminating activity, I string the "clothesline" up along the top of the chalkboard and pass out two or three articles of clothing to each person – specifically selected for the vocabulary I wish to reinforce.

Insights/comments: Each person in turn must go up, "hang" the laundry on the clothesline with a clip and describe it to the class. "This is a pink and white polka dot blouse". If student doesn't know a word, he asks the class for help.

Bernice Frisch, Adult Options in Education, Hopkins, MN

44) Name of activity: Asking questions on Ads
Designed for: ABE, ESL, GED
Subject Matter: Calling and asking for missing information in Want Ads Materials Needed: "Ads" and grid to fill out (See attached)
Time needed for activity: Can be adjusted
Works best with what size group or skill level: Any

Description of the Activity: This is after you've gone through ad abbreviations for the area you're working on (jobs, cars, apartments, etc.,)

1. Put up some example ads (on board). Each has some information missing (like the price or miles of the car, or the wage).
2. Together, brainstorm possible questions to get the missing information (write them under each ad).
3. Hand out the grid sheet. Do Ad #1 together. The teacher has the information on it and the students are calling to get the listed information.
4. In pairs, do the same thing with ads #2 and #3. One of the students has either Ad 2 or 3 information; the other asks.
5. Review as a large group.
6. Written practice – other side of grid. (One supplied is for job ads, but could clearly be adapted for other types of ads).

Give them a few minutes to write the information from the ad they've been given onto the grid; this will help prepare them to both answer and ask questions.

Example of grid:

	Job Title	Hours	Days	Pay	Benefits	Full-time or Part-time
Ad #1						
Ad #2						
Ad #3						

Answering Newspaper Ads

You are interested in these jobs, but you would like more information. What questions can you ask?

BICYCLE MECHANICS: You want to know the hours, the days, and the pay.
CARPENTER: You want to know the name of the company, and if it's part-time of full-time.

FACTORY: You want to know the days and the pay.

DRIVER –Kids' Bus: You want to know the days and the pay.

BEAUTICIAN: These 2 ads have a lot of information. What else do you want to know?

Ad #1 (teacher has only copy of this information)
Cook. PT, Sat & Sun, 6 am to 3 pm, $6.25/hour. Paid holidays.

Ad #2
Van driver. $9.00/hour, FT, M-F. 8am to 5 pm. Health Ins. After 6 mos. Mark, 825-9300.

Ad #2
Assembler. 1st shift, FT, M-F. $5.50/hr. Paid sick days. Joan, 928-4141.

Jeanne Sorensen, Adult Options in Education, Hopkins, MN

45) Name of Activity: Adverbs of Frequency
Designed for: ABE, ESL. GED
Subject Matter: Adverbs of Frequency
Materials Needed: List of frequency adverbs in order of frequency, exercise grid (See attached)
Time needed for activity: 40-60 minutes
Works best with what size group or skill level: High beginner to low-intermediate level, and above.

Description of activity: Introduce frequency adverbs, using chart to show degree and order. (% comparison helpful). Make examples for each adverb, teacher and learners. Draw examples from students by introducing "topic, or subject area". In Vietnam it never_____. Exercise grid activity. Close with each group/student sharing something "new" they learned about the "topic area"

Insights/comments:

Good opening and closing activity.
Learners practice asking and answering questions, interacting with each other.
Exercise can easily be repeated with a different topic. Humorous and interesting cultural information discovered, can lead to additional conversations, future topics.

Exercise 1 - FORM * MEANING
Adverbs of Frequency

To show **how often** you do something, you can use an adverb of frequency:

Most
Frequently
- Always
- Usually
- Often
- Sometimes ask questions
- Seldom
- Rarely
- Hardly Ever
- Never

Least
Frequently

Position of Adverbs of Frequency	
Before the main verb: (a) **I usually** get up at 6:00. (b) (b) He **never** calls me.	After the verb be: (c) She is **always** late. (d) They are **rarely** happy.

- For more information on adverbs of frequency, see Unit 16, Focus 7.

Exercise 2

Complete the chart with information about the habits and routines of these people when they are in the classroom. The first one has been done for you as an example.

	Teachers in My Country	**Students in My Country**	**Teachers in This Country**	**Students in This Country**
Usually	Give a lot of homework			
Sometimes				
Hardly ever				
Never				

Now get together with a student from another country, if possible, and ask eight questions about the information from his or her chart:

What do {teachers, students} in your country {usually, sometimes, hardly ever, never} do?

Now make as many true sentences as you can, using the information from your chart (and from your partner's if possible).

EXAMPLE: Students in this country never stand up when the teacher enters the classroom.

Jeannie Sorensen, Adult Options in Education, Hopkins, MN

46) Name of Activity: Gardening in Minnesota
Designed for: ABE, ESL, GED
Subject Matter: Becoming familiar with gardening terms and local flower names.
Materials Needed: A variety of gardening and flower identification books. Garden store catalogues, seed catalogues, paste, scissors and paper.
Time needed for activity: Varies with student interest
Works best with what size group or skill level?; Small group facilitates discussion and sharing of books by intermediate to advanced level students.

Description of the Activity: Develop a vocabulary list of gardening words including tools, categories of plants, plant and flower care, etc. Peruse gardening books, encouraging students to identify flowers, shrubs or trees they have in their native lands. Using garden store and seed catalogues, cut and paste a garden/yard on a sheet of paper, identifying trees, shrubs, and flowers. Possible class project: plant a garden during summer session. Possible field trip: University of Minnesota Arboretum, visit to home gardens.

Insights/comments: If students in spring class are planting a home garden, encourage them to bring photos as summer session progresses. A field trip to home gardens is also an interesting possibility.

Elaine Larson, Adult Options in Education, Hopkins, MN

47) Name of activity: The Job Interview – a creative dramatics presentation
Designed for: ABE, ESL, GED
Subject Matter: Part of a unit on finding a job. Students have already learned job and job-hunting vocabulary.
Materials Needed: props, chewing gum, sloppy and dirty clothes.
Time needed for activity: half hour to an hour
Works best with what size group or skill level: Any size group or skill level 1.

Description of the Activity: Class reviews job-related vocabulary. Class discusses proper and improper ways to present themselves during a job interview. Students are asked to evaluate following presentation. Two teachers present a job interview in two different ways. In the first interview, the job seeker has uncombed hair, sloppy, dirty clothes, bad manners, and chews gum. He/she uses bad grammar, has a negative attitude, and is only interested in how much money can be earned and how much vacation time is available. In the second interview, the job seeker presents him/herself in a positive manner. Students discuss the differences between and good and bad interviews with teacher and each other. Pairs of students practice interviews.

Insights/comments: The students loved the bad interview. The humor united the students as a group, no matter what their English level.

Elaine Larson, Adult Options in Education, Hopkins, MN

48) Name of activity: PLACEMENT PREPOSITIONS, Part 1—hands-on activity. Use for introduction or review of prepositions.
Designed for: ESL
Materials needed: person or doll or stuffed animal to sit on a chair, an object – stuffed animal, hat, and book
Time needed for activity: 30 minutes (+)
Works best with level: Beginning to Advanced

Description of the Activities:

1. Have a person or doll, etc. site on a chair in front of the class. Introduce the prepositions by "placing" an object
   - In front of
   - Behind
   - Next to, on the left
   - Next to, on the right
   - Under
   - On top of
   - Above
   - Around
   - Through

   As a follow-up activity or for intermediate/advanced students, add
   - Below
   - Beside
   - Underneath
   - Beneath

2. Work with above prepositions:
   "Where is the bear?"
   "Is he under John?", etc.

3. Personalize questions with students in classroom:
   "Who is sitting next to Maria?"
   "Who is behind Morteza?"
   "What is under Yuri's chair?", etc.

4. Continue with items in classroom—on walls above doors, etc.
   "What is above the blackboard?"
   "Where is the U.S. flag?"

Connie Hartshorn, Minnetonka, MN

49) Name of activity: PLACEMENT OF PREPOSITIONS, Part 2—hands on activity.
Use for introduction/review of prepositions and review of shapes.
Designed for: ESL
Materials needed: paper shape cutouts and building blocks (Legos, Duplo-Legos)
Time needed for activity: 30 minutes (+) each
Works best with level: Beginning to Advanced

Description of the Activities:

1. Review prepositions from yesterday.

2. Review names of shapes—

Beginning Level	Intermediate-Advanced Level
Circle	(add following)
Square	Oval
Rectangle	Hexagon
Triangle	Pentagon
Star	Octagon
Heart	Diamond
Ring	

3. Review "big" and "little", "large" & "small".
Have students build "bridges" on table in front of them. (Can be done individually or in pairs.)

4. Give each student or pair an envelope of shapes. Have them find each shape in turn and put it under, behind, next too, on the left, etc., until all shapes have been used up.

5. Repeat, several times, with different placement of shapes.

6. Have students work in pairs, one giving instructions, one placing shapes and then trading roles. Again, this can be done several times.

7. Have a student come to the front of the class and direct class in placement of shapes.

This activity can be done again and again on successive days, with students eventually taking role of instructor in front of class.

50) Name of Activity: PLACEMENT PREPOSITIONS, Part 3—Hands on activity.
Use for review of prepositions and shapes.
Designed for: ESL
Materials Needed: blank overhead transparency, overhead pens, scratch 8" ½ X 11" sheets of paper for students.
Time needed for activity: 30 minutes (+) each
Works best with level: Beginning to Advanced

Description of the Activities:

1. Review placement prepositions and shapes

2. On the blackboard or an overhead transparency introduce
   Inside and outside
   In the middle of (in the center of)
   In the upper (top) right corner
   In the upper left corner
   In the lower (bottom) right, left, corners, etc.
   At the top of (contrast to on top of)
   At the bottom of (contrast to on the bottom of)
   At the right, left side of

3. Practice above with shapes
   "Where is the circle?", "Where is the star.?, etc.

4. On a blank sheet of paper, have students follow your instructions. (You draw on a transparency with a turned off machine at the same time.)
   "Draw a big square in the middle of the paper."
   "Draw a small circle on the left side of the square."
   "Draw a triangle on top of the circle."
   "In the lower right corner of the paper, draw a heart."
   "Write your name in the upper left corner of the paper."
   "Draw a line under your name.", etc., etc., etc.

5. When finished, turn on the overhead and have students compare their drawings with yours.

This activity can be done again and again on successive days, with students eventually taking role of instructor at the overhead.

51)

Above

On top of

In the upper Left hand Corner	at the top of	in the upper right hand corner
On the left	In the middle of Or In the center of	on the right
	At the bottom of	

To the left of beside next to

To the right of beside next to

Underneath

Under

Below

52) Name of activity: PLACEMENT PREPOSITIONS—follow-up activities
Designed for: ESL

Description of the Activities:

I. Using magazine pictures of rooms of house, ask questions on placement of pieces of furniture and objects in picture.

II. Before students arrive, attach different shapes to places in the classroom—t trying to use all the placement prepositions of past activities. Have students locate and tell where each shape is.

III. As culminating activity—have students follow clues in a "treasure hunt".
"Clue #1 is in the bottom right hand corner of the world map"
"Clue #2 is underneath the chair Jorge sits in."
"Clue #3 is outside of the classroom, on top of the door"
"Clue #4 is in the middle of the summer bulletin board", etc.
(When doing 'Treasure hunts with students, I split the class into teams of two or three, and have each team's 'clues' written on a different color of paper.)

Connie Hartshorn, ESL Minnetonka, MN

53) Winter Survival Kit: Language Experience/Communicative Lesson

Materials: coffee can, candles, matches, string, quarter, hat, scarf, food, etc.

Procedure: Students name items and label with cards. Write a list together. Tell what each item is for, i.e. matches to light a candle.

Mingle Activity: Students each take an item and ask each other, "What's this?" "It's a quarter." "What do you do with a quarter?" "Call for help."

Diane Bemel, Robbinsdale Adult Academic Program

54) In an intensive ESL class designed to prepare learners for the workforce, we "manufactured" snowmen (made from tube socks stuffed with grain) for the winter holiday market. We discussed the feasibility of the project, voted on its implementation and determined the number of snowmen to be made. We made a materials list, did a cost analysis and acquired financing. Production teams were formed and each team discussed procedure and quality control. Then the fun began! Each team had different methods, most with great results. There was some subcontracting by those without needlework skills for pom poms and crocheted scarves. Advertising and marketing followed production. Pricing was one of the most difficult components of the project. When setting the price, we had to consider labor as well as materials. Our "ethnic snowmen" were quite a hit and nearly all of them sold. We kept accounts of all expenditures and receipts. The class decided to use the profits for a field trip which they helped plan.

Less involved team projects may include assembling a pattern of nuts and bolts in the most efficient manner, making origami figures, etc. A little competition between teams adds some spark to the activities.

These production activities are great for building workforce vocabulary. Students are required to follow and give oral and written instructions.

Darlene Hetland, Robbinsdale Adult Academic Program

Part II

Ideas From TEFL Program Participants, Hamline University

55) Culture Sharing Activity

Thanksgiving is an ideal holiday to bring in cranberry juice, pumpkin pie and whipped cream. This historical vocabulary and foods can be taught. There is discussion about how pumpkin pie is made. Students appreciate the culture capsule, and they can be encouraged to share an important day or event from their culture.

Criss Magnuson, Hennepin Technical College, Brooklyn Park, MN

Same or Different

1. Cut traffic signs out of back of driver's manual. Example: picture of yield, stop, deer crossing, cattle crossing, pedestrian crossing, one way, right curve, left curve, etc. Photocopy some so you have two pictures the same.
2. Number two pieces of paper, 1-10. Label one page A and one page B.
3. After each number, paste a picture of sign from driver's manual. Paste similar but different pictures following each number. After some numbers paste the same picture. Example:

Page A, Number 1 – picture of deer crossing
Page B, Number 1 – picture of pedestrian crossing

Page A, Number 2 – picture of left turn arrow
Page B, Number 2 – picture of right turn arrow

Page A, Number 3 – picture of yield
Page B, Number 3 – picture of yield

4. Continue pasting same or different pictures for all ten numbers on each page.
5. Lesson: Student with page A starts and gives very short description of his/her first sign (Number 1). Student with page B asks questions about sign using his/her page for reference. Student B then decides if his sign matches or doesn't match.
6. Same or Different. Students compare sign to decide answer. Student B goes second and process is the same.
7. Students alternate guessing Same or Different until they go through all ten numbers.
8. Teaches: Shapes, left and right, up and down, following directions, taking turns, signs and traffic.

Karen Pereira, Workplace ESL/SPAN

56) Teaching Idea – Relay Dictation

Write two groups of three sentences using the vocabulary, pronunciation, or grammar skill currently being studied. Post one copy outside the class. Students work in pairs. One reads each sentence and returns to the class to dictate it to his/her partner. When all three sentences are complete the partners check the work together. Switch roles and repeat with second set of sentences. Reader may return to look at sentence as many times as necessary.

Teaching Idea – Bingo

Use Bingo to work on pronunciation practice: 'es' plurals vs singulars, past using 'ed' vs present. On the board write the selected words, but have more than enough to fill the Bingo board. Have students copy the words randomly on a blank Bingo sheet. Teacher is caller for a couple of rounds, then use students as callers for their tables. Players will repeat or question the caller if they don't understand, so it is practice for both the players and the caller. Players switch Bingo sheets after each round.

Marcia Lewis

57) Communicative Activity

1. Introduce/review adjectives related to personal feelings (excited, frustrated, embarrassed, guilty…) Explain and give examples if needed.

2. Each word is written on a card. The pile of cards is placed face down. Students take turns drawing a card, showing it to the group and sharing about a personal experience when they felt that way. Teacher models first, reminding students that the past tense forms of verbs should be used.

Beth Cope

58) DISCOVER – Scavenger Hunt

1. Where can you mail a letter?
2. Find the closest restroom. Describe its location.
3. Locate the least two other restrooms. Where are they?
4. Find Health Services and say "hi" to Karen. What is Karen's last name?
5. Find the offices of Dee Rosenbrook and Sharron Carlson. Which of these two work in "Connections"?
6. Where is the Financial Aid Office? Describe the location and list the room number.
7. What is the room number for drafting and Design Technology?
8. What is the main switchboard phone number at Willmar Tech?
9. Locate the bookstore. Describe its location.
10. A. Where is the Placement office?
    B. Where is the Technology center?
11. Find two routes to the welding shop.
12. Where can you get information about other technical colleges?
13. Where is the Information Media Center? What is the supervisor's name?
14. Where are the offices of Rick Smith, Mary Allen, and Denis Hedberg?
15. Describe two locations where students can purchase something to eat?

Dee Rosenbrook

59) A Communicative Language Activity

At the conclusion of a lesson on American foods and eating habits, the students read a recipe for chocolate chip cookies. We discuss the format and note its resemblance to other types of process writing they have read in the class. As for grammar, students discover the implied subject "you" in the directions for mixing and baking the cookies. You can even turn it into a lesson on measurement if you like. Then the students are asked to write up a recipe for a dish they will bring to the end of the quarter celebration, which is a potluck held during the final exam period and is attended by the students in the linked courses and all faculty with whom they have worked over the past quarter. The recipes are collected and distributed to all class members and faculty as a memento of the time spent together learning about American culture.

Laurel Watt

60) Grand Falloon – Self-Sorting Mingle

Put a placard card on each table or on ½ of a long table. On each card is a word, phrase or proverb. The people decide which feeling, word or description or saying they relate to, and then have a conversation in pairs or as a group about why they related to or chose that table and that word or those words.

Judy Schlichting

61) Compliment Circle

Materials: Large pieces of paper, markers or pens.
Goals: Build community and offer reading and writing opportunities.
Procedure: Students are given a large piece of paper and a marker. The teacher explains the process of giving a compliment and gives several examples. Students write their own name on the top of the paper. Then each student passes his/her paper to the left. Each student writes a compliment to the person whose name is on the paper. The students pass the papers around the circle until their own papers return to them. Students may read their compliments to the class and they may help each other rewrite the compliments.

Twenty Questions
Goals: To teach students how to ask yes/no questions and provides much practice time for learning this skill. This game may help some students learn a new problem-solving strategy.
Materials: None
Procedure: The teacher thinks of a simple category like "animal" and without telling the class selects one specific kind of animal. The teacher says "I'm ready" and then each student must ask a yes/no question to attempt to discover what animal the teacher is thinking about. The teacher can only answer with a yes or a no. Whoever guesses the correct answer then chooses the next category and the game continues.

Richard Tomasson

Part III

Recommended ESL Materials

Beginning Level (1-2)
Reading and Writing

Publication	Publisher	General Comments
Cuing In	Scott Foresman	Activities on blackline masters for beginning
		writers; visual discrimination
Picture Stories	Longman	Can be used to teach all skills
More Picture Stories	Longman	Can be used to teach all skills
First Class Reader	Prentice Hall Regents	
Basic Vocabulary Builder	National Textbook	Seven translations available; learners feel
and Activity Book		empowered when they can share vocabulary
Easy True Stories	Longman	
ESL Teachers Holiday	Center for Applied	
Activities Kit	Research in Education	
Laubach Way to English	New Readers Press	Used to start non-English speaking learner for
		6-8 weeks for 1 hour/day
Reading for Today	Steck Vaughn	Pictures also encourage conversation
Amnesty, Books 1, 2	Steck Vaughn	
Comprehensive Skills	Steck Vaughn	
Library, Books B-F		
Survival English, Book 1	Prentice Hall Regents	
TV Tutor	New Readers Press	Learners enjoy presentation
Life Prints, Books 1-2	New Readers Press	Great format
Put English to Work	Contemporary	One level moves easily into next; valuable material
Literacy in Lifeskills	Heinle & Heinle	Numbers, alphabet, introductions, personal
		information, date and address
Laubach Way to Reading	New Readers Press	Simple stories; good vocabulary practice;
Books 1,2,3 & readers		long and short vowels
Impact! Book 1	Addison Wesley	Basic vocabulary; daily urban life topics
Pizza Tastes Great	Prentice Hall Regents	
Longman ESL Literacy	Longman	Basic intro to English for those with no literacy
		skills in English
Personal Stories, Bk 1	Linmore Publishing	
Starting to Read	Linmore Publishing	Very good for beginning learners
First Words	Linmore Publishing	
First Words: Worksheets	Linmore Publishing	
English Step by Step		Good for basic sentence structure
Sound Sentences	Educational Activities	Wonderful
Tune Into English		Learners practice songs and pronunciation improves
Basic English for	Prentice Hall Regents	Basic life skills; mostly pictures for very beginners
Adult Competency		
English Connections	Contemporary	Lifeskills topics and oral activities with grammar focus

Beginning Level (1-2)
Reading and Writing

Publication	Publisher	General Comments
In English	1-800-367-3806	Can be used to teach all skills
Grammar Chants	1-800-451-7556	Practice reading, listening,speaking
Small Talk	1-800-451-7556	Practice reading, listening,speaking
Jazz Chants	1-800-451-7556	Practice reading, listening,speaking
Look Who's Talking	1-800-223-1360	Can be used to teach all skills
Expressways	1-800-922-0579	Can be used to teach all skills
Bag of Tricks	Delta Systems	
Drawing Out		Can be used to teach all skills
Hispanic Stories	Steck Vaughn	Pride in / sharing of culture
Monuments & Symbols	Curriculum Associates	Colorful, clear and simple pictures
Foundations	Prentice Hall Regents	Can be used to teach all skills
Going Places	Longman	Can be used to teach all skills
Short Cuts	McGraw Hill	Can be used to teach all skills
Regents English Workbook	Prentice Hall Regents	Very focused on particular skill

Beginning Level (1-2)
Listening and Speaking

Publication	Publisher	General Comments
Action English Pictures	Prentice Hall Regents	Great picture sequences; based on TPR approach;
		reproducible exercises
Idea Pictures and Words	Prentice Hall Regents	Colored, distinct illustrations
From the Start	Addison Wesley	Unique; words represented by photos
BASE: Basic Adult		Conversational English
Survival English		
Ready? Listen!	Dormac	Tape w/ text; good way to review;
		not designed to teach new information
Take Charge, Book 1	McGraw Hill	Many pictures; pronunciation,
and Workbook 1		conversation and grammar workbook
Picture's Worth a	Prentice Hall Regents	Very simple "stick figure" pictures
Thousand Words		cross references to similar topics
A Conversation Book 1	Prentice Hall Regents	Basic skill activities for conversation
Picture It!	Prentice Hall Regents	Helpful conversation text
Navigator	Prentice Hall Regents	Offers many opportunities to use lang.
Community Exploration	Conter	Map skills included; it says it's designed for
	(author or publisher ?)	children, but appropriate for adults
Before Book One	Prentice Hall Regents	Great for the pre-lit learner
Book One	Prentice Hall Regents	Great for the pre-lit learner
Preparing the Way		
Sounds Easy	Prentice Hall Regents	
Consonants Sound Easy	Prentice Hall Regents	
Side by Side	Prentice Hall Regents	Humorous dialogue situation practice
Learning to Listen	National Textbook	Fifteen thematic units to promote listening
in English		development; everyday vocabulary, content
		area info, life-skill activities, short dialogue and
		and practical conversation starters

Lower Intermediate Level (3-4)
Reading and Writing

Publication	Publisher	General Comments
Ideas Pictures and Words	Ballard and Tighe	Words are clearly written
Stories to Tell Our	Heinle and Heinle	Clear pictures, simple stories about
Children		immigrants / refugees
A Taste of English	Assoc. of Farmworker	Minimal text, variety of activities to teach nutrition
	Opportunity Programs	
Personal Stories 2	Linmore Publishing	Stories about six central characters
More Picture Stories	Longman	Can be used to teach all skills
True Stories in the News	Longman	
The Working Experience	New Readers Press	Relevant topics; good activities
Impact! Book 2	Addison Wesley	Basic vocabulary; daily urban life topics
Our Lives	Linmore Press	Good book for encouraging learners to write more
Exploring English 3	Longman	Good basic activities and readings in thematic units
English in Everyday Life	Prentice Hall Regents	Good reference book for common tasks
English Step by Step	Prentice Hall Regents	Simple vocabulary; illustrated sentences
ESL Picture Grammar	Gessler	Non-contextual grammar, but liked by learners
Holidays in the USA	Glencoe	Includes a nice set of holiday songs
Solo, Duo, Trio	Pro Lingua	Reproducible masters
Working it Out	Heinle and Heinle	Relevant information about workplace
Going Places	Longman	Can be used to teach all skills
Celebrate With Us	Contemporary	Can be used to teach all skills
Vocabulary Power	Cambridge	
Survival English 2	Prentice Hall Regents	
USA Customs/Traditions	Prentice Hall Regents	Good text for citizenship classes
Put English to Work	Contemporary	One level moves easily into next; valuable material
Modern American	Prentice Hall Regents	Rules and exercises for grammar and usage
English (Dixson)		
Frontiers	Addison Wesley	Good introduction to form, meaning and usage of
		basic English structure
Lifeprints	New Readers Press	Can be used to teach all skills; great format
Introducing the USA	Longman	Great exposure to US history & culture
All About the USA	Longman	Great exposure to US history & culture
Programmed Phonics	Ed Publishing Service	Teaches phonics rules and skills
Entry to English Literacy	Steck Vaughn	Pictures encourage conversation
Story of America	Phoenix	Social studies content
Programmed Reading	Phoenix	Good for independent use;
for Adults		repeats patterns to promote mastery
America's Story	Steck Vaughn	Interesting text with review activities; great
		glossary and pictures; organized

Lower Intermediate Level (3-4)
Listening and Speaking

Publication	Publisher	General Comments
Talk a Lot	U of Michigan Press	Offers wide variety of fun and engaging speaking
		activities for high beginning - intermediate
A Conversation Book:	Prentice Hall Regents	Focus on everyday situations; many one-page
English for Everyday Life (1)		activities; good illustrations
Skills for Everyday Life	J Weston Walch	Time, schedules, measuring, resources,
	(author or publisher ?)	map reading, problem solving
Fifty-Fifty (Books 1&2)	Prentice Hall Regents	Exercises focus on activities for pairs and groups;
		topics include making requests, giving instructions,
		asking permission, giving opinions and advice
Talkativities	Addison Wesley	Excellent pair-work activities
Moving On	Longman	
Basics in Listening	Longman	
Initial Clusters Sound Easy	Prentice Hall Regents	
Final Clusters Sound Easy	Prentice Hall Regents	
Listen to Me	Heinle & Heinle	
Small Talk	Oxford University Press	
Side by Side	Prentice Hall Regents	Humorous dialogue situation practice
Speaking of Survival	Oxford University Press	Excellent life skills book
Picture It	Prentice Hall Regents	Good for learners who need practice talking about
		daily experiences
Pronunciation Exercises	Prentice Hall Regents	Minimal pairs and stress / intonation exercises
Vocabulary Games	National Textbook	Supplemental vocab; life skills
Picture's Worth a	Prentice Hall Regents	Very simple "stick figure" pictures; cross references
Thousand Words		to similar topics
A Conversation Book 1	Prentice Hall Regents	Basic skill activities for conversation
Pronunciation Pairs	Cambridge Univ Press	Minimal pairs; dialogues
Look Again Pictures	Prentice Hall Regents	Teacher can supplement w/ writing
Sounds Easy (4 Books)	Prentice Hall Regents	Great for phonics
Going Places II	Longman	Integrates lifeskills & grammar within various topics
Picture Stories	Longman	Could have varied uses / levels
Keep Talking	Cambridge Univ Press	Communication fluency activities
Discussions That Work	Cambridge Univ Press	Communication fluency activities
Listen First	Oxford Univ Press	Good to use for group lessons
Adventures in	Prentice Hall Regents	Good topics for conversation
Conversation		
Picture It!	Prentice Hall Regents	Helpful conversation text
Put English to Work	Contemporary	Good information gap activities

Lower Intermediate Level (3-4)
Listening and Speaking

Publication	Publisher	General Comments
Listen	Heinemann	
Survival English	Prentice Hall	Helps create lots of conversations
101 American English	New Readers Press	Learners have fun with this one
Proverbs		
Springboards	Addison Wesley	Terrific conversation practice; both structured and
		autonomous practice
Pronunciation Contrasts	Prentice Hall Regents	Pronunciation pairs and distinguishing sounds
in English		
Basics in Listening	Lingual House	Presents 28 structural units dealing with everyday
		topic areas and listening skills
Listening to	National Textbook	Contains 30 lessons; real-life conversations between
Communicate in English		native English speakers; various activities follow

Higher Intermediate Level (5-6)
Reading and Writing

Publication	Publisher	General Comments
News for You	New Readers Press	Interesting, simplified current world news articles
Modern American	Prentice Hall Regents	Rules for grammar and usage; practice exercises
English (Dixson)		
More True Stories	Longman	
Even More True Stories	Longman	
Stories From the Heart	Linmore	
Grammarwork 3	Delta Systems	
Idioms in American Life	Prentice Hall Regents	Good for vocabulary development
Essential Idioms in English	Prentice Hall Regents	Good general book; can be used to teach all skills
Tales From Many Cultures	Addison Wesley	Used to discuss universal themes
Apply Yourself	Longman	Can be used to teach all skills;
		great for employment preparation
Move Up	Heinemann	Interesting and challenging
Intercom 2000	Heinle & Heinle	Can be used to teach all skills; well-organized;
		also contains placement test
Introducing the USA	Longman	Great exposure to US history & culture
All About the USA	Longman	Great exposure to US history & culture
Begin in English	Jag Publications	
The Chicken Smells Good	Prentice Hall Regents	
After Shocks	Jamestown	Interesting topics
Solo, Duo, Trio	Pro Lingua Associates	Reproducible masters
101 Amer English Riddles	Passport	Fun for more advanced learners who like logic
Shenanigans	(not given)	Fun grammar games
	ISBN 0-86647-100-6	
Working it Out	Heinle & Heinle	Can be used to teach all skills; relevant information
		about the workplace
The Working Experience	New Readers Press	Short readings on workplace theme; exercises
		develop vocabulary, reading and writing skills
Problem Solving	Longman	Stories based on problems and experiences
		shared by ESL learners
Our Own Stories	Addison Wesley	Essays written by learners at California State Univ
		are basis for cross-cultural readings/understandings
Reading Skills That Work	Contemporary	Tips & stategies to improve ability to "read to do"
		relating to work; interpret symbols, graphs, charts
Frontiers	Addison Wesley	Good introduction to form, meaning and usage of
		basic English structures
504 Absolutely Essential	Barron's Educational	Good vocabulary builder
Words, 3rd Edition	Series	

Higher Intermediate Level (5-6)
Reading and Writing

Publication	Publisher	General Comments
Take It Easy	Prentice Hall Regents	Can be used to teach all skills; does effective job of
(American Idioms) w/cass		teaching idioms in cross-cultural readings
The USA Customs	Prentice Hall Regents	Good text for citizenship classes
and Institutions		
Put English to Work	Contemporary	Can be used to teach all skills; valuable content
Celebrate With Us	Contemporary	Can be used to teach all skills; great intro to holidays
Vocabulary Power	Cambridge	Learners request time for this text
Language Skill Books	Steck Vaughn	Vocabulary development; capitalization;
		punctuation; parts of speech
Reading Skills for Adults	Steck Vaughn	Good for teaching reading after learners are more
		fluent in English
Story of America	Phoenix	Social studies content
Programmed Reading	Phoenix	Good for independent use; repeats patterns
for Adults		
Contemporary Readers	Contemporary	
Word Power I	Contemporary	
Word Power II	Contemporary	
Power Vocabulary	Contemporary	
Readers		
Breakthroughs in Writing	Cambridge	Useful comprehension exercises
and Language		
America's Story	Steck Vaughn	Interesting text with review exercises; great
		glossary, pictures and format
Contact USA	Prentice Hall Regents	Helps learners develop academic reading skills
		and vocabulary within culture-oriented, thematic units
English, Yes!	Jamestown	Literature-based with comprehension questions
(Beg. and Interm. Levels)		and grammar/writing exercises
Variations	Prentice Hall Regents	Interesting and engaging stories on a variety of
		topics; great reading skill development
		exercises and ideas for interactive work

Higher Intermediate Level (5-6)
Listening and Speaking

Publication	Publisher	General Comments
Coping in English	Prentice Hall Regents	Offers situations - conversation practice
Side by Side	Prentice Hall Regents	Humorous dialogue situation practice
Now Hear This	Heinle & Heinle	
Whaddaya Say	Prentice Hall Regents	
Can't Stop Talking	Heinle & Heinle	
Introductory Topics	Longman	
Non-Stop Discussion	Heinle & Heinle	
Workbook		
Look Who's Talking	Prentice Hall Regents	Can be used to teach all skills; good for group
		work and pairs
Pronunciation Exercises	Prentice Hall Regents	Minimal pair exercises; practice stress/intonation
in English (Dixson)		
A Conversation Book (1)	Prentice Hall Regents	Can be used to teach all skills; many activities for
		conversation about life skills
Pronunciation Pairs	Cambridge Univ Press	Minimal pairs; dialogue practice
Conversation Inspiration	Pro Lingua Associates	Includes directions for use
Look Again Pictures	Prentice Hall Regents	Teacher can supplement w/writing
Sounds Easy! (4 Bks)	Prentice Hall Regents	Great for phonics
Clear Speech	Cambridge Univ Press	Relevant content; nice presentation
Just a Minute	Eardley Publications	Games for speaking practice; fun vocabulary builder
Springboards	Addison Wesley	Terrific conversation practice; both structured and
		autonomous interaction; interesting/motivating
Pronunciation Contrasts	Prentice Hall Regents	Practice distinguishing sounds in pairs
in English		
101 American English	New Readers Press	Learners have fun with this one
Proverbs		
Keep Talking	Cambridge	Game type activities - learners enjoy
Sound Advice	Prentice Hall Regents	Listening exercises designed to prepare learners
		for rapidly-spoken, reduced English
Suspicious Minds	Longman	Ten recorded episodes of an on-going storyline of
		misunderstandings and suspicion; activities help
		learners develop cultural awareness, listening
		strategies, life and problem-solving skills
Back and Forth	Prentice Hall Regents	Learners develop and improve listening/speaking
		skills through pair activities focusing on specific
		communicative tasks

Higher Intermediate Level (5-6)
Listening and Speaking

Publication	Publisher	General Comments
Exercises in American	Excellence in Education	Exercises designed to enable learners to develop
English Pronunciation		habits of correct pronunciation and hearing; also
		offers information as to the specific lessons on
		which language groups will likely need to focus
Fifty-Fifty (Books 1&2)	Prentice Hall Regents	Exercises focus on activities for pairs and groups;
		topics include making requests, giving instructions,
		asking permission, giving opinions and advice
Talkativities	Addison Wesley	Excellent pair-work activities
Talk a Lot	U of Michigan Press	Offers wide variety of fun and engaging speaking
		activities for high beginning - intermediate
Basics in Listening	Lingual House	Presents 28 structural units dealing with everyday
		topic areas and listening skills
Interaction Activities	U of Michigan Press	For learners who have learned basic grammar rules
in ESL		but need practice with social rules and interaction
Pronunciation Exercises	U of Michigan Press	For learners who are comfortable with everyday use
for ESL		of language but still make errors on certain sounds
		and stress and intonation patterns
Listening to	National Textbook	Contains 30 lessons; real-life conversations
Communicate in English		between native English speakers; activities follow

Advanced Level (6+)
Reading and Writing

Publication	Publisher	General Comments
News for You	New Readers Press	Interesting, simplified current world news articles
Tales From Many	Addison Wesley	Used to discuss universal themes
Cultures		
Apply Yourself	Longman	Can be used to teach all skills; great for
		employment preparation
Grammar in Use	Cambridge	Great for grammar teaching; may also be used for
		listening/speaking practice
Move Up	Heinemann	Interesting and challenging
101 American English	Passport	Fun for learners who like logic
Riddles		
Shenanigans	(not given)	Fun grammar games
	ISBN 0-86647-100-6	
Better Grammar in 30	(name not given)	Easy for learners to use
Minutes a Day	1-800-CAREER-1	
504 Absolutely Essential	Barron's Educational	Good vocabulary builder
Words, 3rd Edition	Series	
Unusual Stories from	Prentice Hall Regents	Interesting; higher order thinking skills
Many Lands		
English, Yes!	Jamestown	Literature-based with comprehension questions
(Inter. 2 & Adv. Books)		and grammar/writing exercises
The Multicultural	Heinle & Heinle	Integrated reading and writing;
Workshop		Unit 1: Career Choices is esp. good
Developing Reading	Heinle & Heinle	Reading, writing, discussion, structure
Skills - Intermediate 1		
Expanding Reading	Heinle & Heinle	Reading, writing, discussion, structure
Skills - Intermediate 2		
Take It Easy	Prentice Hall Regents	Can be used to teach all skills; does effective job
(American Idioms) w/cass		of teaching idioms in context

Advanced Level (6+)
Listening and Speaking

Publication	Publisher	General Comments
Talk About Trivia	Longman	Used to teach idioms and cultural information;
		fun to use in pairs
Look Who's Talking	Prentice Hall Regents	Can be used to teach all skills; good for group
		and pair work
Pronunciation Exercises	Prentice Hall Regents	Minimal pair exercises; practice stress/intonation
in English (Dixson)		
Conversation Inspiration	Pro Lingua Associates	Includes directions for use
Clear Speech	Cambridge	Relevant context; nice presentation
Great Ideas	Cambridge	Paired conversation activities
Listening In &	Longman	Cloze activities and discussion of real
Speaking Out		conversations that include interruptions, unfinished
		sentences and people talking simultaneously
Adventures in	Prentice Hall Regents	Vocabulary and conversation within a variety of topics
Conversation		
Keep Talking	Cambridge	Game type activities - learners enjoy
Just A Minute	Eardley Publications	Games offering speaking practice; fun vocab builder
Interaction Activities in ESL	U of Michigan Press	For learners who have learned basic grammar rules
		but need practice with social rules and interaction
Pronunciation Exercises	U of Michigan Press	For learners who are comfortable with everyday use
for ESL		of language but still make errors on certain English
		sounds and stress and intonation patterns
Exercises in American	Excellence in Education	Exercises designed to enable learners to develop
English Pronunciation		habits of correct pronunciation and hearing; also
		offers information as to the specific lessons on
		which language groups will likely need to focus

Text Series
Covering a Range of Levels

Publication	Publisher	General Comments
Azar Grammar Series	Prentice Hall Regents	Basic English Grammar (Red)
		Introduction to form, meaning and usage of basic
		English structures. This level offers a reference
		text and workbook (combined) which contains a
		wealth of information and exercises.
		Fundamentals of English (Blue)
		A developmental skills text which teaches all
		communicative skills while focusing on target
		structures. Contains a wide variety of written and
		oral exercises in realistic contexts. This level offers
		a learner reference book, a workbook and a
		teacher's guide.
		Understanding and Using English Grammar (Black)
		This is a developmental text for high intermediate
		through advanced learners. It promotes
		development of all communicative skills within a
		variety of oral and written exercises. This level
		offers a learner reference book, a workbook and a
		teacher's guide.
		Fun With Grammar
		A teacher resource book containing a multitude of
		activities keyed to the Azar Grammar Series. Full-
		page reproducible worksheets are offered and four-
		skill activities are organized by grammar topic.
Focus on Grammar	Longman	A four-level (basic - advanced) series which presents
		grammar through listening, speaking, reading and
		writing activities. The components include a course
		text, workbook, cassettes and teacher's manual.
The New Grammar in Action	Heinle & Heinle	A three-level series that offers a communicative
		approach to grammar. The texts are effectively
		illustrated and concepts are well-presented. It
		includes many highly interactive activities based on
		practical and real-life situations.

Text Series
Covering a Range of Levels

Publication	Publisher	General Comments
Interactions	McGraw Hill	Access (Beginning - High Beginning)
		Consists of a grammar text, a reading/writing text,
		a listening/speaking text and an instructor's manual.
		One (High Beginning - Low Intermediate)
		Two (Low Intermediate - Intermediate)
		Each level (One & Two) consists of a grammar text,
		a reading text, a writing text, a listening/speaking
		text, a multi-skill activity book and an instructor's
		manual.
		Each of the texts is organized by chapter theme,
		vocabulary and grammar structures. Information
		introduced in a chapter of any of the texts
		corresponds to and reinforces material taught in the
		same chapter of the other texts. A range of high
		interest topics (food, community, home, health,
		social life, friends and family, work and lifestyles)
		within this highly interactive series provides the
		context for vocabulary, life skill, language and
		academic skill development.
Real Life English	Steck Vaughn	A basic life skill, competency-based series (Literacy
		and Levels 1-4) which has these components:
		student books, teacher's editions, workooks and
		audiocassettes. Each unit of each of the levels
		covers same topics, such as communication,
		community, food, shopping, home, health care and
		employment.
Words for Students	U of Michigan Press	Volumes 1-7 (High Beginning - Advanced)
of English		Vocabulary is the primary focus, but it is presented
		within four-skill communicative lessons.
Workskills	Prentice Hall Regents	A series of three workplace literacy texts and
		audiotapes which offers content taken from actual
		workplace experiences and situations which learners
		will likely encounter in the workplace. Skill areas
		addressed in context of updated, pertinent topics
		are communicative skills, vocabulary and math.

Dictionaries

Publication	Publisher	General Comments
The New Oxford Picture	Oxford Univ Press	Presents over 2400 vocabulary words within 82
Dictionary		topics
The New Oxford Picture	Oxford Univ Press	Offer assistance with reinforcement of concepts
Dictionary		
Beginner's Workbook		
Intermediate Workbook		
The Newbury House	Monroe Allen	Written under guidance of ESL teachers; easy to
Dictionary		understand; includes cultural references, business
		and technical terms, expressions, idioms, maps, etc.
Longman Photo Dictionary	Longman	Presents over 2000 words in 80 categories
Longman Photo Dictionary	Longman	Offer assistance with reinforcement of concepts
Beginning Workbook		
Intermediate Workbook		
Everyday American English	National Textbook	Introduces 5500 basic words; inexpensive and
Dictionary		easy for beginners to use
Longman Dictionary of	Longman	Contains over 44,000 words, phrases and idioms;
American English (New Ed.)		provides great example sentences; essential
		resource for intermediate - advanced learners
Longman Dictionary of	Longman	Helps to reinforce dictionary, language and
American English (New Ed.)		pronunciation skills; more appropriate for advanced
Workbook		learners
Vox New College Spanish	National Textbook	
and English Dictionary		

Instructor Resources

Publication	Publisher	General Comments
Making Meaning,	Delta Systems	Reviews how to develop relevant and meaningful
Making Change		lessons and curriculum
Talking Shop: A Curriculum	Delta Systems	Reviews how to develop relevant and meaningful
Sourcebook for Participatory		lessons and curriculum
ESL		
Zero Prep	Alta	Great variety of warm-up exercises and
		classroom activities
Lit Start	New Readers Press	Wonderful ideas for your basic literacy class
New Ways in Teaching	TESOL	Contain hundreds of activities to enhance lessons
Grammar		
New Ways in Teaching		
Listening		
New Ways in Teaching		
Speaking		
New Ways in Teaching		
Reading		
Hands on English	1-800-ESL-HAND	Helpful resource containing practical teaching tips,
(newsletter)		news in the field, lesson ideas and material reviews
Five Minute Activities	Cambridge U Press	Fun, easy-to-develop short activities to use as class
		openers or as reviews
Grammar Games	Cambridge U Press	Great for adding fun and reinforcement to
More Grammar Games		grammar lessons
Teaching Adults: A Literacy	New Readers Press	Includes background information about adult learners
Resource Book		and literacy, as well as specific activities; good
		reference information also available
The ESL Miscellany	Pro Lingua Associates	A big, useful resource filled with summaries and
		checklists of relevant information such as English
		structure and punctuation, law, religion, history,
		road signs and maps; has many pages of categorized
		vocabulary

Instructor Resources

Publication	Publisher	General Comments
The ESL Teachers	Center for Applied	Includes 80 practical and reproducible lists of
Book of Lists	Research in Education	general and academic vocabulary, grammar and
	(Prentice Hall Regents)	pronunciation; also includes resources for curriculum
		and assessment
Games for All Reasons	Addison Wesley	Activity-based resource book which includes original
		games for interaction; adaptable to various skill levels
Recipes for Tired Teachers	Addison Wesley	Offers strategies to build or reinforce language skills
More Recipes for Tired		at various levels; includes role-play, conversation,
Teachers		listening and games
The Complete ESL/EFL	National Textbook	Black-line master collection of activities based on
Cooperative and		concepts of cooperative learning; contains strip
Communicative		stories, interviews, match-ups and jigsaw activities;
Activity Book		includes ideas for variations and extension activities

Publishers of ESL Materials

(a partial listing)

Addison-Wesley Longman
Ph. 800-322-1377
Fax 800-333-3328
Rep e-mail: sandra.halter@awl.com

ALTA ESL Book Center Publishers
Ph. 800-ALTA/ESL
Fax 800-ALTA/FAX

Association of Farmworker Opportunity Programs
Ph. 703-528-4141
Fax 703-528-4145

Ballard and Tighe Publishers
Ph. 800-321-IDEA
Fax 714-255-9828

Center for Applied Research in Education
web site: www.phdirect.com

Curriculum Associates, Inc.
Ph. 800-225-0248
Fax 800-366-1158
e mail: cainfo@curriculumassociates.com
web site: www.curriculumassociates.com

Delta Systems
Ph. 800-323-8270
Fax 800-909-9901
web site: www.delta-systems.com

Dormac
Ph. 800-547-8032

Educational Activities
Ph 800-645-3739
Fax 516-623-9282

Glencoe / McGraw Hill
Ph 800-334-7344
web site: www.glencoe.com/abe

Heinle & Heinle Publishers
Ph 800-354-9706
Fax 606-525-0978

Jag Publications
Ph 818-505-9002
e mail: info@jagpublications-esl.com

Linmore Publishing
Ph 800-336-3656
Fax 847-382-0409

McGraw Hill
Ph 800-624-7294
Fax 614-775-5645
web site: www.mhcollege.com

National Textbook Company
Contemporary Books (including **Jamestown**)
Ph 800-323-4900
Fax 800-998-3103
e mail: ntcpub@tribune.com

New Readers Press
Ph 800-448-8878
Fax 315-422-5561

Oxford University Press
Ph 800-451-7556

Phoenix Learning Resources
Ph 800-221-1274

Prentice Hall Regents
Ph 800-922-0579
Fax 800-445-6991

Pro Lingua Associates
Ph 800-366-4775
Fax 802-257-5117
e mail: prolingua@sover.net

Steck Vaughn
Ph 800-531-5015
Fax 512-343-6854
e mail: info@steck-vaughn.com

University of Michigan Press
Ph 313-764-4392
Fax 800-876-1922
ESL online catalog: http://aaup.princeton.edu/